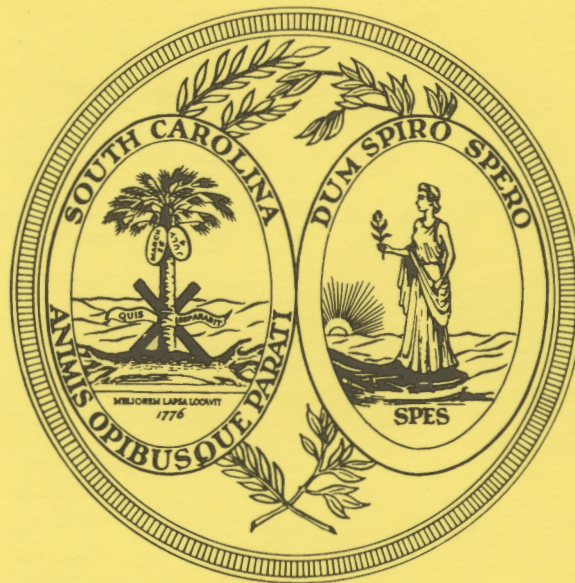


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# THE COLLEGE OF CHARLESTON



## ANNUAL REPORT

1990-1991

Printed Under The Direction Of The  
State Budget And Control Board





# College of Charleston

Charleston, South Carolina 29424

Office of the President

TO: His Excellency, Governor Carroll A. Campbell, Jr., and the  
Honorable Members of the General Assembly of South Carolina

On behalf of the College of Charleston, I transmit herewith its Annual Report outlining the activities of the institution during the fiscal year ending June 30, 1991. The College appreciates the support and cooperation of the State of South Carolina in its important efforts to improve the quality of higher education in South Carolina.

Respectfully Submitted,

*Harry M. Lightsey, Jr.*  
Harry M. Lightsey, Jr.  
President



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## THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of 19 members. Fifteen are elected by the General Assembly (two from each Congressional District and three members at-large), one appointed by the Governor, and three ex-officio members (the Governor, the Chairman of the Senate Committee on Education or his designee from that Committee, and the Chairman of the House Committee on Education and Public Works or his designee from that Committee).

### COLLEGE OF CHARLESTON BOARD OF TRUSTEES

Joe E. Berry, Jr., Chairman  
Fitz-John C. McMaster, Vice Chairman  
Sylvia Harvey, Secretary

Governor Carroll A. Campbell, Jr., Ex-officio  
Dewitt Williams, Ex-officio  
Hon. Thomas A. Pope, Ex-officio

#### Term Ending June 30, 1992

Cheryl D. Whipper	Charleston, S.C.	1st District
Joel H. Smith	Columbia, S.C.	2nd District
William J. Day	Greenwood, S.C.	3rd District
Merl F. Code	Greenville, S.C.	4th District
J. Vincent Price	Gaffney, S.C.	5th District
Marie M. Land	Manning, S.C.	6th District
Timothy N. Dangerfield	Aiken, S.C.	At-Large

#### Term Ending June 30, 1994

Gordan B. Stine	Charleston, S.C.	1st District
Joe E. Berry, Jr.	Columbia, S.C.	2nd District
Thomas W. Weeks	Barnwell, S.C.	3rd District
Robert S. Small	Greenville, S.C.	4th District
Fitz-John C. McMaster	Winnsboro, S.C.	5th District
J. David Watson	Latta, S.C.	6th District
Alton E. Jones	Hilton Head Island, S.C.	At-Large
Sylvia Harvey	Irmo, S.C.	At-Large
John W. Molony	Charleston, S.C.	Governor's Appointee



## EXECUTIVE OFFICERS OF THE ADMINISTRATION

Harry M. Lightsey, Jr.  
President

Conrad D. Festa  
Sr. Vice President, Academic Affairs

Robert E. Lyon  
Sr. Vice President, Institutional Advancement

George E. Haborak  
Sr. Vice President, Student Affairs

Frederick W. Daniels  
Sr. Vice President, Institutional Resources and Executive Administration

J. Floyd Tyler  
Sr. Vice President, Business Affairs

### PRESIDENT'S OFFICE

Harry M. Lightsey, Jr	President
Daniel Dukes	V.P. Governmental Affairs
Andrew L. Abrams	V.P. Legal Affairs
	Executive Athletic Director
Robert E. Gillis	V.P. Intercultural Affairs
J. Eric Forsberg	Internal Auditor
Elizabeth W. Kassebaum	Asst. V.P. Executive Administration

### INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION

Frederick W. Daniels	Sr. V.P. Institutional Resources and Executive Administration
Monica R. Scott	Director of Institutional Research and Campus Planning
Margaret E. James	Director of Academic Computing and Facilities Management
Marcia Moore	Director of Administrative Computing and Facilities Management
Dollie Bond	Director of Personnel
Lamont Meyer	Director of Mail Services
Elizabeth Godfrey	Director of Administrative Services
James Shumate	Director of Physical Plant
Virginia Friedman	Director of Learning Resources Center



## ACADEMIC AFFAIRS

Conrad D. Festa . . . . .	Sr. V.P. Academic Affairs
Samuel M. Hines, Jr. . . . .	V.P. Departmental Affairs
Luther F. Carter . . . . .	V.P. Research and Graduate Studies
Sue A. Sommer-Kresse . . . . .	V.P. Enrollment Management
Sharon Pothering . . . . .	Director, Professional and Community Services
Patrick D. Green . . . . .	Grants Administrator
William Lindstrom . . . . .	Assoc. Dean of Undergraduate Studies
Sandra Powers . . . . .	Assoc. Dean of Undergraduate Studies
David Cohen . . . . .	Director of Libraries
Myrtle Glascoe . . . . .	Director of Avery Research Center
Donald C. Burkard . . . . .	Dean of Admissions
William Anderson . . . . .	Registrar
Abbie Smith . . . . .	Dean of Continuing Education
Donald R. Griggs . . . . .	Director of Financial Aid
Thomas S. Gibson . . . . .	Director of College Skills
Pamela Isacco-Niesslein . . . . .	Director of Advising
Sue Ventola . . . . .	Director of Orientation

## INSTITUTIONAL ADVANCEMENT

Robert E. Lyon . . . . .	Sr. V.P. Institutional Advancement
Susan Sanders . . . . .	Director of College Relations
Anthony Meyer . . . . .	Director of Alumni Services
Karen Abrams . . . . .	Director of Development
Tomi G. Youngblood and Paul Craven. . . . .	Directors of Corporate and Foundation Relations
Elizabeth Hull . . . . .	Associate Director of Annual Giving

## STUDENT AFFAIRS

George E. Haborak . . . . .	Sr. V.P. for Student Affairs
Vacant . . . . .	Director of Student Activities
Sarah Stender. . . . .	Director of Health Services
Renee Pope . . . . .	Director of Residence Life
Boyce Cox . . . . .	Dean of Career Development
Ellenor M. Mahon . . . . .	Director of Counseling
John Kresse . . . . .	Director of Athletics



## BUSINESS AFFAIRS

J. Floyd Tyler . . . . .	Sr. V.P. for Business Affairs
Joseph E. Bolchoz, Jr . . . . .	Controller
Joel Lake . . . . .	Director of Auxiliary Services
Ann Brownyard . . . . .	Director of Procurement
Priscilla Burbage . . . . .	Budget Director
Diane Dyches . . . . .	Asst. Treasurer
Ralph Conrad . . . . .	Bookstore Manager

## PUBLICATIONS

The following documents are publications of the College:

The College of Charleston Undergraduate and Graduate  
    Bulletins (the College course and academic requirements catalog)

The College of Charleston Student Handbook

The College of Charleston general brochure on Graduate Programs in  
Elementary Education, Marine Biology, Public Administration  
and History

The College of Charleston schedule of courses for Fall, Spring  
    and Maymester-Summer Sessions

The College of Charleston Directory (addresses and telephone  
    numbers)

Student Publications: The Comet (yearbook), The Cougar Pause  
    (newspaper), The Miscellany (literary magazine)

The College of Charleston Newsletter (for the Alumni and  
    Friends of the College)

Speakers Bureau Directory

The College of Charleston General Information Brochure

The College of Charleston Admissions Prospectus, poster and  
    other recruitment pieces

The College of Charleston Financial Aid and Scholarship pamphlet

The College of Charleston Honors Program

The College of Charleston Academic and other Special Program  
    publications

The Blacklock Papers

The College of Charleston Facts brochure



## STATUTORY AUTHORITY

By section 10 of Part III of an Act Bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state-supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No 353 of 1969 (Trustees). This Board was responsible for Lander College and Francis Marion College as well as for the College of Charleston. In 1988, a separate College of Charleston Board of Trustees was created by Section 59-130-10 by the South Carolina Code of Laws of 1988.

## HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785, and the first degrees conferred in 1794. In 1837 it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McGrady. Other alumni who have figured prominently in this country's political history include Mendel J. Davis, U.S. Congressman; James B. Edwards, Governor of South Carolina and Secretary of Energy; John C. Fremont, explorer and presidential candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U.S. Senator; L. Mendal Rivers, U.S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made contributions to various fields of endeavor include Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendall M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsyth Serfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970, the College of Charleston became part of the higher education system of the State of South Carolina and entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.



Since becoming a state-supported college in 1970, the campus has grown from approximately seven acres to currently over 52, the enrollment from 1,040 to 7,726, the faculty from 52 to 276, the course offerings from 300 to 1,123, and the staff from 72 to over 400.

The College's accreditation was reaffirmed in 1986 by the Southern Association of College and Schools. It is an equal opportunity institution.

### PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well-balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the arts and sciences on the undergraduate level. Post-graduate programs have been confined to the Master's degree level in the past; however the College anticipates offering a limited number of doctoral degrees in carefully selected areas. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the lowcountry area. The enrollment growth in the past twenty years provides a measure of the success in this massive undertaking.

At its quarterly meeting on Wednesday, January 16, 1991, the College of Charleston Board of Trustees approved the following Statement of Purpose for the College of Charleston:

The College of Charleston is a moderate-sized coeducation state-supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum, while striving to meet the growing educational demands primarily of the Lowcountry and the State and, secondarily, of the Southeast. A superior quality undergraduate program is, therefore, central to the mission of the College.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters degree programs which are compatible with the community and the state. The College also anticipates offering a limited number of doctoral degrees should location and need warrant. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the



community, state, and nation. Additionally, the College provides an extensive continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

## PRESIDENT'S OFFICE/EXECUTIVE ADMINISTRATION

### EXECUTIVE ADMINISTRATION

The Office of Executive Administration coordinates the general operation of the President's Office and is the principal advisor on administrative matters at the College. Additionally, the office serves as the liaison person for providing services to the College of Charleston Board of Trustees.

Offices which comprise the Executive Administration are the Vice President for Legal Affairs, Vice President for Governmental Affairs, Internal Auditor, Vice President for Intercultural Affairs, and the Assistant Vice President for Executive Administration.

LEGAL AFFAIRS. The Vice President for Legal Affairs provides legal advice to the President and other administrators, faculty members, and students in such areas as disciplinary matters and grievances, content of publications and contracts, and immigration and personnel matters. He/She also represents the College in litigation unless the employment of outside counsel is authorized by the Attorney General, in which case he/she monitors cases, serves as liaison and assists outside counsel.

GOVERNMENTAL AFFAIRS. The Vice President for Governmental Affairs has the responsibility of acting for the President in representing the College with the South Carolina General Assembly, Budget and Control Board, Commission on Higher Education, and various other state boards and commissions. The Vice President for Governmental Affairs assists the President in planning for various projects and programs at the College and gaining necessary approval for these projects and programs as necessary to meet the needs of the academic, research and community service mission of the College of Charleston.

INTERNAL AUDITOR. The Office of the Internal Auditor conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to ensure fiscal accountability and control, as well as the most efficient and effective use of its resources.

INTERCULTURAL AFFAIRS. The Vice President for Intercultural Affairs is a multi-faceted position. Responsibilities include coordinating the College's effort for the development, implementation and monitoring of practices and policies which assure fair and equal access and treatment of all employees and students at the College. In carrying out the responsibilities of the position, the Vice President works closely with in-house Legal Counsel, the Senior Vice Presidents, Vice Presidents, Deans and Department Chairpersons, and other Administrators



throughout the organization. Key responsibilities include making recommendations to the President for a growing campus that is multi-cultural and diverse in its student body, employees, programs, and activities. The office monitors the College's progress toward meeting organizational goals, completes statistical and written reports as required by State and Federal Agencies, and implements new programs under the College's Affirmative Action Plan.

The position serves as the liaison between the College and enforcement agencies and provides consultation regarding Title VII, Title IX, Section 503 and 504 of the Rehabilitation Act; investigates complaints that allege discrimination and complaints of sexual harassment; counsels employees and supervisors on relationships affecting job performance; and acts as the conflict/resolution officer. The position administers a Substance Abuse Program under a Referral Employee Assistance Program; serves as an ex-officio member on all search committees; and expends Access and Equity Funds for authorized Handicapped Student Services through the utilization of other campus offices.

ASSISTANT VICE PRESIDENT FOR EXECUTIVE ADMINISTRATION. The office assists students, administrators, faculty and external groups in planning and managing public events to assure that appropriate consideration is given to the allocation of space, development of invitation lists, publication needs, protocol, supervision of events, collegiate image, and audience development. Additionally, the Office is responsible for the management of the Sottile Theatre, the Simons Center, and the Physicians Auditorium.

ATHLETICS. The College of Charleston became an official member of the National Collegiate Athletic Association (NCAA) Division I on September 1, 1991. The College has also joined the Trans America Athletic Conference and will begin conference play in most sports during the 1991 fiscal year. The Athletic Department offers 15 intercollegiate sports.

Basketball. The men's team posted its 12th straight winning season finishing with a record of 15-12. Head Coach John Kresse picked up career win number 300 on February 9 with a 71-67 win over Augusta College. The team will begin phasing in Trans America Conference play shortly.

The women's squad finished last season with a 15-12 record. Head Coach Scooter Barnette led the Lady Cougars to a 12-4 record over its final 16 games of the season. The Lady Cougars will compete in the Trans America Conference basketball tournament spring 1992.

Baseball. For the first time since 1948, baseball returned to the College of Charleston campus last spring. The Cougars finished with an impressive 22-12-1 record. Ralph Ciabattari and his Cougars will compete in the Trans America Conference next season and will be eligible for NCAA tournament action.

Cross Country. Head Coach Ed Ledford will lead the Cougars into its second season of action. The men and women competed in six NCAA Division I invitationals last season.

Equestrian. Coach Bob Story led the College to its eighth consecutive IHSA Region IX title last season, and with it, another trip to the IHSA National Finals.

Soccer. Ralph Lundy's squad headed into the 1991 campaign with plenty of



Soccer. Ralph Lundy's squad headed into the 1991 campaign with plenty of optimism after last season's 11-8-3 record. One of the more impressive wins came on the road in a 3-1 overtime win over unbeaten and 12th-ranked North Carolina. The Cougars will be eligible for NCAA tournament action this fall.

Both men's and women's squads enjoyed very successful campaigns last year. The women finished with a 6-3 record while the men posted a 7-3 mark. Academically, the men finished with a 2.87 team grade point average, the fifth best in the nation.

Swimming. Coach Bill King's men's and women's swimming teams had another successful season finishing 4-6-1 and 5-5 respectively.

Tennis. The tennis teams at the College enjoyed outstanding records in their first year of full NCAA Division I competition. The women finished with a 14-4 slate while the men posted a 22-7 record.

Golf. In only its third season, the women's golf team under the guidance of Nancy Newberry played extremely well. The Lady Cougars finished in the top ten in many tournaments including second in the UNC-Wilmington tournament.

Head Coach Daniel Dukes led the men's golf team into 10 NCAA Division I tournaments. The highlights included a first place finish in The Citadel Invitational for the third straight year and winning the Shadowmoss Invitational.

Volleyball. The Lady Cougars completed its first season of NCAA Division I competition with a 31-14 record. Head Coach Laura Lageman is entering her third year at the College. The Lady Cougs won the College of Charleston Invitational and the Furman Invitational last fall.

Sailing (Co-Ed). Under the direction of George Wood, the College's sailing program continues to rank among the nation's elite. Last years's team once again finished in the top five.

#### SENIOR VICE PRESIDENT FOR INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION

PERSONNEL. The Personnel Department's responsibilities include planning, formulating, implementing, administering, and supervising personnel programs at the College of Charleston. These elements of responsibility are comprised of the recruitment, employment, classification, compensation, employee relations, and records retention for all classified employees of the College. The Personnel Department performs all of the administrative employment functions for the faculty and special program personnel; formulates policies and procedures within the framework of the State Personnel Employment directives; and ensures compliance and conformity in all personnel matters. The Department is responsible for the administration of all benefits programs available to all College employees, and is responsible for the College's staff development and training programs for non-credit courses. As of June 30, 1991, there were 366 filled classified positions and 307 filled unclassified positions.

MAIL SERVICES. The College Mail Services employs four full-time members. It provides delivery of student mail and parcels within the distribution center and two other centers totaling 3500 boxes. It provides pick-up and delivery of



intra-campus and US mail to all College facilities. An Intra-State Courier Service is operated between the College of Charleston and other State agencies designated by the Budget and Control Board, Division of General Services, and Inter-Agency Mail Services. The College Mail Service also receives mailable parcels through Express Mail (US Post Office), Federal Express, United Parcel Service, AirBorne, DHL, and Roadway.

ADMINISTRATIVE SERVICES. The Administrative Services Department is responsible for providing the campus with telephone, fax, and copy services. The staff directs the acquisition, installation, maintenance, traffic flow, and repair of telephone service to 1500 lines. Support and facilities are provided to the Computer Services Operation for the transmission of data over the local networks. Faculty, staff, and student telephone listings are updated regularly with Directory Assistance, and this information is printed in the annual faculty, staff, and student campus directory. A revenue-generating student long distance service is administered, and monthly administrative telephone charges are justified, billed to the departments, and investigated when appropriate. Long and short range plans are forecasted and presented to the Division of Information Resources Management for planning and implementation. The procurement, maintenance, and amortization schedules for the copy center and sixteen satellite copy areas are also administered. The campus Copy Center provides a quick copy service to the campus that includes high-volume copying, lay-out, design, spiral binding and desktop publishing. The center is equipped with an off-set press, high-speed copier, and other related equipment. Long range procurement plans and projections related to both telephone and copying technologies are developed and formulated into the College's annual Information Technology Planning Document.

ADMINISTRATIVE COMPUTING AND FACILITIES MANAGEMENT. The Administrative Computer Services Department is responsible for supporting all administrative staff with their computing needs and questions. The department provides support for the two DEC VAX mainframe computers and the Wang minicomputer along with all the PC and printer hardware. Support also includes the maintenance and enhancement of all administrative computer application software on the large computers (student information systems, financial records systems, human resources systems, alumni/development systems, inventory systems, etc.) as well as the training, support and programming of PC software. In addition to the computer hardware and software, the new campus fiberoptics network and the existing campus Wang network are supported.

During the 1990-91 fiscal year, Administrative Computer Services helped support the campus with the use of the new Student Information System, Financial Records System, and Alumni/Development System purchased from Information Associates that were implemented on July 1, 1990. During the year, the College was chosen by Information Associates to be a beta site for the new version of the Student Information System (SIS Plus). It is scheduled to be implemented in October 1991. The implementation process was also begun for the new Purchasing system which will become functional on July 1, 1991, as well as the new Human Resources System which will begin to be used in the spring of 1992. The College also began Electronic Data Exchange processing to handle financial aid applications and started electronic transmission of loan applications to the S.C. Student Loan Corporation.



As for the hardware, the department fine-tuned the two VAX 6000-410 computers purchased from Digital Equipment Corporation (DEC) to be more efficient and secure. Additional memory and disk space was added to accommodate new demands. Also, the campus-wide electronic mail system was installed and the training of faculty and staff to use it was begun.

The new campus fiberoptics network has grown tremendously since its installation on June 29, 1990, in both connections and functionality. Currently, 218 PC's, 50 terminals, 22 printers, and 3 host computers in 43 different buildings are connected. Four large file servers were installed on it so that PC applications and equipment could be shared. In May, the new Academic Vax 6000-510 computer was also added. Research was begun to allow connectivity to the international InterNet and BitNet networks which should become functional in late 1991.

ACADEMIC COMPUTING AND FACILITIES MANAGEMENT. Academic Computing serves as a key link between the academic community and the computer resources available to the College's students and faculty.

The department is charged with providing, staffing, and maintaining the computer facilities used for academic purposes at the College of Charleston. The department operates two computing centers open to all College of Charleston students. The Center in the basement of the Robert Scott Small Library contains 74 IBM XT's networked to two Zenith file savers. The Center in room 404 of the J.C. Long Building is equipped with 38 IBM XT's and 31 Zenith 386 machines. These comprise two networks that are bridged to two networked classrooms in the same building. Additionally, there is a network of 24 Macintosh's and 10 Apple IIS. Laser printing is available in both centers at no cost to students. All networks are loaded with a wide variety of software and help is available at all times. Additionally, free seminars on various application software packages and PC fundamentals are offered throughout the semester. The department operates libraries of software in the centers. The Centers are open seven days a week.

The department installed a VAX 6510 for use by the academic community as well as running the Data Research Associate software for the Robert Scott Small Library for their automation. BITNET and Internet connection will soon become a reality.

There are small Student Computing Centers in each of the dormitories to which students have 24-hour access. These centers are equipped with Zenith 286 LP/8 computers.

Academic Computing is dedicated to promoting campus-wide computer literacy. The staff is committed to fostering an atmosphere of learning and individual experimentation within the Centers which will enable the ambitious student to progress beyond simple literacy. To this end, the Centers are equipped with a variety of tools designed to facilitate the dissemination of information, stimulate personal activity, and enhance problem-solving capability.

INSTITUTIONAL RESEARCH AND CAMPUS PLANNING. The Office of Institutional Research and Campus Planning is an integral part of the various institutional planning processes that exist for the preparation of both internal and external planning documents.

The Institutional Research component is responsible for the collection and analysis of management information for decision-making, the preparation of all



required external reports for the Commission on Higher Education and the federal government, the preparation of special reports and research studies, the preparation of external questionnaires, surveys, the Annual Report, request for institutional statistics and information, and the maintenance of the College's Space Inventory.

The Campus Planning component is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range space allocation program.

Physical Facilities. The College of Charleston's main campus comprises approximately eleven city blocks bounded by Vanderhorst, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administrative building), Towell Library (the original library), Maybank Hall (classroom building), the Robert Scott Small Library, Central Energy Facility, Science Center, Thaddeus Street, Jr. Education Center, Physicians Memorial Auditorium, Albert Simons Center for the Arts (Fine Arts Center), Theodore S. Stern Student Center, Cafeteria, men's and women's residence halls (1,799 permanent beds), the President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to faculty and administrative offices, a gymnasium constructed in 1939 as a WPA project, the F. Mitchell Johnson Physical Education Center, Physical Plant Repair Shops, the J.C. Long Building (Computer Services, Computer Science, and the School of Business), and the former Sears building. The College also operates Grice Marine Laboratory at Fort Johnson on James Island and an Outdoor Activities Facility at Remley's Point in Mount Pleasant. Nine of the former residences are being leased from the College of Charleston Foundation for faculty and administrative offices and dormitories. During the 1990-91 fiscal year, the College completed or initiated several major projects including the renovation of the Avery Research Center, the renovation of two floors of the Sears Building, the partial renovation of the Sottile Theatre, the expansion of Craig Cafeteria, various site development projects, and the third increment to the Central Energy Facility.

The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction is not possible, and restoration and maintenance of existing buildings, primarily former residences, is regulated.

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 square feet. Forty-six percent of the buildings are over 120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of the buildings are former residences.

The problems with the historic facilities is that most are not on the underground steam and chill water system or the centrally metered electrical distribution system. Most are heated with natural gas directly from the city service lines of SCE&G or an oil-fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, mainly inaccessible to the physically handicapped. Most of the buildings are wooden frame with ornate porches on each floor, the appearance of which must be



maintained for historical purposes. Some have expensive slate or copper roofs. The interior and exterior walls of these facilities need to be repaired and painted more often than standard institutional facilities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Being in a urban area, the College must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made in the early seventies and a Capital Improvement Plan published. The plan provided for the expansion of the college facilities at its present location. The existing buildings were to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the education, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old". The result is "an ambience that is at once traditional, modern and pleasing".

The College's efforts have been further recognized by the American Association of Nurserymen through its presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center). Most recently, the College was presented the Carolopolis Award in January 1984, by the Preservation Society of Charleston in recognition of significant preservation efforts in the area for its restoration of 26 Coming Street for faculty offices.

LEARNING RESOURCES CENTER. The Learning Resources Center (LRC) provides media services to the College community including the maintenance and operation of a media library and lab, classroom equipment support, permanent AV installations, events support, and the services of a television studio. The LRC produces both instructional and informational video programming.

PHYSICAL PLANT. Plant operations and maintenance activities for 1990-91 exceeded \$5.7 million. Several major capital projects were initiated or completed during the fiscal year. These included the completion of the renovation of two floors of the Sears Building; the first phase of the renovation of the Avery Research Center; the Remley's Point Outdoor Activities Facility; and the redundant electrical loop. Additionally, A & E Services for the renovation of the Sottile



Theatre were begun. The reroofing of the St. Philip's Dormitory and the Sottile Theatre are nearing completion. The initial phase of the Central Energy upgrade will begin during the winter of 1991. The renovation and expansion of the Craig Cafeteria will be completed by August 1991.

MOTOR POOL. The Motor Pool is operated as a division of the Physical Plant and fifty-three (53) vehicles are assigned. Thirty-three licensed motor vehicles (3 leased from DMVM) are available for general use, and twenty (20) general purpose vehicles are used by the Physical Plant, Grounds, Central Energy, and Custodial Services.

#### ACADEMIC AFFAIRS

The 1990-91 academic year brought a number of changes to the Academic Affairs area. Specifically, the following developments occurred during this fiscal year: (1) Plans for the reorganization of Academic Affairs were completed and will be in effect for the 1991-92 academic year. Dr. Conrad Festa, Senior Vice President for Academic Affairs, will assume the additional role of Provost. All academic departments will now be organized into five schools: School of the Arts, School of Business and Economics, School of Education, School of Humanities and Social Sciences, and the School of Sciences and Mathematics. The School of the Arts began to function in this academic year with the hiring of a new dean. The Director of Libraries position will be Dean of Libraries and Special Collections. Two positions have been added to the Academic Affairs staff: an Associate Provost position and an Assistant Vice President for Academic Affairs. (2) New majors in Accounting and Anthropology were introduced this academic year. (3) A new graduate program, Master of Arts in History, was begun. This program is offered jointly with the Citadel. (4) A new graduate program, Master of Sciences in Mathematics, was approved and will be offered in 1991-92. (5) The College was selected to participate in the Space University program of NASA. The College will be part of a South Carolina consortium headed by Clemson University. (6) The College received the Noel/Levitz National Center for Student Retention award for its highly successful Student Retention Program. The College of Charleston was one of 16 colleges and universities across the nation so honored. (7) The College received its first major research grant from the National Science Foundation, awarded to Dr. Allen L. Shank of the Biology Department. (8) Academic Computing and the Library acquired a new mainframe computer to support academic programs and faculty that promises to provide considerable benefits to faculty and students. (9) The 1990-91 academic year brought continued incremental growth in enrollments at the undergraduate and graduate levels. (10) Increased funding for the library for the past several years has this year moved the College of Charleston up to the third largest academic library in the State, following the University of South Carolina and Clemson University. (11) Effective with the 1991-92 academic year the Vice President for Departmental Affairs position will be eliminated and there will be five Deans of Academic Schools who will report directly to the Senior Vice President for Academic Affairs.



This section has addressed in detail the activities of the academic affairs area which is assigned to the Senior Vice President for Academic Affairs. Academic Affairs is organized into three major divisions, each headed by a Vice President: the Departmental Affairs Division, which encompasses the College's seventeen academic departments which offer undergraduate majors and graduate degree programs, and special interdisciplinary programs of study which provide minors for undergraduates (American Studies, Communications, International Studies, Jewish Studies, Women's Studies); the Enrollment Management Division, which includes the academic student and program support services (i.e., Undergraduate Studies, Admissions, Registrar, Continuing Education and Financial Aid), and the Research and Graduate Studies Division, which include the Office of Research, the Office of Professional and Community Services, and the Office of Graduate Studies. The activities of these divisions are reported separately in the sections below.

DEPARTMENTAL AFFAIRS. Effective with the 1991-92 academic year the Vice President for Departmental Affairs position will be eliminated and there will be five Deans of Academic Schools who will report directly to the Senior Vice President for Academic Affairs.

The 1990-91 academic year is the last year of operation of the Departmental Affairs division within Academic Affairs. The division of Departmental Affairs is headed by the Vice President for Departmental Affairs, and includes the Schools of Education and Business Administration and Economics as well as the academic departments of Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics in the Sciences; English, Fine Arts, History, Languages, and Philosophy in the Humanities; Political Science, Psychology, and Sociology/Anthropology in the Social Sciences; and professional programs leading to the Bachelor of Science with Dentistry and the Bachelor of Science with Medicine. Other academic programs include the Honors Program, International Studies, the Institute for Public Affairs and Policy Studies, the Early Childhood Development Center, the Graduate Programs of the departments of Biology, Education, History and Political Science; Women's Studies; and Jewish Studies.

Undergraduate Program. At the undergraduate level, the College of Charleston offers the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts may be earned by majoring in a departmental program in English, history, languages (French, German or Spanish), philosophy, and political science, and interdisciplinary programs in classical studies, fine arts, and urban studies. Three of the science departments - biology, chemistry, and physics - offer additional major programs oriented toward the humanities and leading to the Bachelor of Arts degree. Major programs in biology, business administration, chemistry, computer science, economics, elementary and special education, geology, mathematics, physical education, physics, psychology, and sociology lead to the Bachelor of Science degree. Specialized pre-professional programs lead to the Bachelor of Science with Dentistry and the Bachelor of Science with Medicine. In addition, most academic departments offer an eighteen credit hour minor. Students continue to elect to have double majors and minors in increasing numbers. New undergraduate degree programs in Anthropology and Accounting were introduced in the fall of 1990.



Business Administration had the largest number of majors (1098 or 24.9%) of those declaring a major. Following Business Administration were Biology/Pre-Med, Education, Political Science, English and Psychology, each with more than 300 declared majors.

Nine (9) students in the Honors Program were graduated with Honors and forty-nine (49) were named outstanding students in their departments at the May 1991 graduation. Five (5) students graduated summa cum laude; sixteen (16) magna cum laude; and seventeen (17) cum laude.

Graduate Studies. At the graduate level the College of Charleston offers the Master of Education degree with concentrations in elementary, special education, or early childhood education. This degree is for those who graduated with an undergraduate degree in education. The College also offers the Master of Arts in Teaching for liberal arts graduates wishing to pursue a teaching certification at the elementary or early childhood level or in special education. The degree of Master of Science in Marine Biology is offered by the College. A Masters of Education with a concentration in special education is offered in cooperation with The Citadel. A Master of Public Administration program in urban public administration, a joint masters degree program with the University of South Carolina, has been in effect since Fall of 1978. The History master of arts degree offered jointly with the Citadel was initiated in the fall of 1990 and approximately fourteen students have matriculated to the College for this program.

Graduate enrollments have continued to increase significantly. The greatest growth has occurred in the Education master degree programs and through graduate level professional development coursework taken by K through 12 grade teachers in the Lowcountry.

The Faculty. The College of Charleston teaching staff is a relatively young, highly qualified faculty. As of Fall 1990 there were 276 roster faculty and the full-time FTE faculty numbered 324.93. Eighty-four percent (84%) of the faculty held terminal degrees (the Ph.D. or its equivalent) and seventy-nine percent (79%) were tenured.

A total of fifteen (15) new faculty lines were allocated and filled during 1990-91 for the 1991-92 academic year due to increases in enrollments. These include one faculty in Art History, two in Biology, one in Marketing, one in English, two in History, two in Languages, one in Mathematics, one in Psychology, and one in Sociology/Anthropology. In addition, replacements were hired for faculty members who resigned for personal reasons, or who were on leave for the 1991-92 academic year. The tenure was granted to six (6) faculty members and one (1) was promoted to the rank of Assistant Professor, four (4) were promoted to the rank of Associate Professor and two (2) to the rank of Professor. Sabbatical leaves of absence were awarded to eighteen (18) tenured faculty members to provide an opportunity for them to enhance their professional skills and scholarly achievements.

The College continues to place major emphasis on excellence in teaching. It recognizes that a faculty of scholars makes for the best, most stimulating teaching and it seeks to encourage the ideal of the "scholar-teacher". The faculty are engaged extensively in publishing, delivering papers, attending conferences, and creating and participating in professional symposia, lecture



series and performances. While teaching styles and techniques are as varied as the personalities of the individual instructors and the demands of their academic disciplines, the teaching staff is unanimously committed to maintaining strong academic programs with a learning environment that is both challenging and inviting. Within this environment students will meet professors whom they find professionally and personally inspiring in communicating knowledge and with whom they can develop an open and rewarding academic relationship.

Math/Science Weekend. In addition to working with area elementary and secondary school teachers in the enhancement of their teaching skills and program developments, the College once again sponsored a Lowcountry Science Weekend, which involved the participation of secondary students in the Lowcountry Science Fair and the Math Meet. Three hundred and fifty (350) students submitted fair projects, over 1300 students participated in the Math Meet and approximately 1500 additional students attended seminars, and reviewed the students projects. Two astronauts provided seminars and on behalf of NASA presented flags flown in space to the President of the College of Charleston and the Mayor of the city. The Math/Science Weekend is sponsored by the College of Charleston, area school districts and business and industry to promote the study of mathematics and science.

Governor's School. The College continues to operate the Governor's School of South Carolina. This summer 236 students, rising South Carolina high school seniors, attended the Governor's School. They studied "Global Issues" and a specific subject matter course as their curriculum, and participated in a wide variety of cultural and educational experiences for a five week period. Again, ten (10) students from Eastern Europe were in attendance, providing a special international learning opportunity for the South Carolina students enrolled in the program.

#### GRANTS AND PROFESSIONAL AND COMMUNITY SERVICES

Grant Funding. During the 1990-91 academic year the College increased the amount of external funds awarded, receiving a total of \$876,894 in external research, service and training grant funds (including grants from the National Endowment for the Humanities, the South Carolina Committee for the Humanities, the National Institute of Health, and the National Science Foundation). These awards contributed to the professional development of faculty members, funded undergraduate and graduate students, and afforded the College an opportunity to render special services to the Charleston community. Additionally, faculty research and professional growth and development was supported at the departmental budget level and by special funds provided by the Offices of the President and Academic Affairs, and through awards made by the administration on the recommendation of the College's Committee on Faculty Research and Development.



Professional Services to the Community. Within the Charleston community, the faculty of the Institute for Public Affairs and Policy Studies provided professional services to numerous local governments, especially smaller jurisdictions, to support and improve their administrative and policy efforts. Faculty of the Business and Economics department worked extensively with the various components of the transportation industry in the Charleston area to develop educational services and meet training needs for this sector of the local economy. The faculty of the Fine Arts Department continued to provide its expertise in a variety of ways to support local efforts (e.g., the Spoleto Festival and the Moja Festival) in the arts. The Department of Education's Office of Professional Development arranged for the delivery of a variety of graduate level courses as requested by the local school districts.

The Office of Professional and Community Services provided numerous workshops; special non-credit and credit courses; and conference/workshop support services for the local professional community. In addition, the program moved into the newly-renovated 25,000 sq. ft. Conference Center in the former Sears building. The Center will allow the College to develop and offer more academic conferences and symposia.

ENROLLMENT MANAGEMENT. The primary responsibility of the Enrollment Management Division is to develop and implement a recruitment plan and to coordinate the academic support services necessary for the retention of students. Included in the Academic Affairs area of the College of Charleston, the Enrollment Management division includes Admissions, Continuing Education, Financial Aid, International Student/Exchange Programs, Maymester/Summer Sessions, Registrar, Undergraduate Studies, College Skills Laboratory, Advising Center, Orientation, Learning Disabilities Services, Upward Bound, and Special Programs.

Enrollment Management offices coordinate their efforts with all academic departments and the Student Affairs offices to reach prospective students, and for assisting and advising the enrolled students. Enrollment Management is a student-centered concept which fosters the personalization of academic programs and student services.

The College of Charleston received a 1991 Institutional Retention Award from the National Center for Retention based on the significant increases in the retention of new freshmen and transfer students over the past five years. Programs which have contributed to the increased retention include:

1. A revised orientation program, including an increased emphasis on academic information and a family session.
2. The development of an Advising Center for undeclared majors.
3. Increased tutoring in English, Math, Foreign Languages, Biology and Accounting available for all students free of charge.
4. The development of a Freshman Seminar course.
5. The raising of the minimum academic continuation standards and the addition of an "Early Warning System."
6. The development of the Learning Strategies course which is required of all provisional students, academically-deficient readmitted students, and students on probation.
7. The initiation of a provisional year program.



These efforts along with the better academic preparation of entering students has increased the retention of students from freshman to sophomore years by 10%, and increased the retention of transfer students by 25%.

Over 6000 applications were received for new student admission for Fall 1991. The average combined SAT score of the approximately 1,225 new freshmen students is 994.

Changes within the Enrollment Management organization include the addition of the Career Development and Placement Office as part of the division beginning July 1, 1991. Housed jointly with the Advising Center, this office will continue to provide career services for students.

All Enrollment Management Offices have been involved in the development of the new Student Information System (SIS). The College of Charleston has been selected as a national Beta Site for the new SIS PLUS system which is scheduled to be initiated in September 1991. This new software will enhance the College's capabilities to track students for retention purposes, provide voice response services, initiate degree audit processes and provide users with better data. The College of Charleston is one of three Beta Sites in the nation for this new software.

Admissions. The Admissions Office coordinates the identification, recruitment and selection process of undergraduate degree-seeking students.

Efforts have been directed at increasing the overall enrollment and academic quality of incoming students within the goals, objectives and mission of the College. In spite of a 3% one year decline in new student enrollment in 1990, new student enrollment has spiralled since 1986, recording a 30% growth. Increases in academic standards for freshmen and transfer admission have paralleled these increases in enrollment, contributing to a 11% increase in freshmen retention rates for the same period. While the Southeastern region, including South Carolina, can expect a 4-5% yearly demographic decline in the number of high school graduates until 1994, freshmen applicants remain solid. Moreover, increases in the number of transfer applications (+6%) help to position the Office of Admissions to successfully attain its goal.

The interest in the College from more highly qualified applicants has resulted in greater selectivity with competitive admission standards. Evidence of increasing standards can be observed in the percent of students entering with Advanced Placement scores (+6%); the number of freshmen students earning admission to the Honors Program (+20); and the number of entering students who previously attended Governor's School (+5).

The Admissions Office further addressed on-going plans to better stabilize its staff and its operation to effectively deal with the increase in general inquiries and applications. Continued efforts are underway to integrate the new computer system (SIS PLUS) which will allow better tracking of student inquiries, increased communication with prospective students, and assistance with on-line evaluation of transfer credits. Further plans will be developed for the integration of Continuing Education and adult programming with the Admissions Office.

Financial Assistance and Scholarships; Veterans Affairs. The role of Student Financial Assistance and Scholarships; Veterans Affairs is to assist students in the financing of their education. This assistance may be from a combination of



sources including federal, state and institutional funds. For those students who qualify, federal assistance is available from Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Stafford Loans, College Work Study, Parental Loans for Undergraduate Students, and Supplemental Loans to students.

Almost ten million dollars in aid was dispersed to students in 1990-91, a 13.5% increase. Computer conversion in the office is complete which will make it possible for awards to be sent in early March. The office continues to provide financial planning sessions to high school students and their families.

The College of Charleston provides assistance to students through institutional employment on a part-time basis as well as scholarships. Scholarships, while extremely limited, are available from endowed funds and other gifts provided by the College of Charleston Foundation. In addition, many students receive awards from community and civic organizations. Veteran benefits are available through the Veteran Affairs Office.

Registrar's Office. During the past year, the primary areas of the Registrar's Office (Maymester/Summer Sessions Program and Student Records Division) have worked very closely to enhance existing services and accommodate an increasing population of students. There has been a consolidated effort among all areas to plan and implement a new student information system to enhance all services in keeping with the goals of the College as well as the Division of Enrollment Management. These goals have either been achieved at the present time or in progress of implementation.

The basic general goals of enhanced service and greater variety of programs have been reached by the following specific accomplishments:

1. Development of a new course scheduling process (policy and procedure)
2. Implementation of the Student Information System
3. Automated transcript for existing students
4. Publication of clientele specific schedule of courses
5. Implementation of new registration procedures
6. Development of new training for SIS procedures
7. Development and implementation of new NCAA certification procedures system
8. Development of new transcript information retrieval system
9. Reorganization of the student service area of the registrar's office
10. Development of new security for student information and access to records on the new system
11. Continuation of existing projects
  - a. microfilming of documents and transcripts
  - b. completion of records retention schedules
  - c. participation in Orientation, Advisement, Registration, Graduation, and other phases of student life.
  - d. Automated Enrollment certification.

Additionally, the College of Charleston has been designated as a beta site for the new software package for Student Information Systems (SIS PLUS). This means that for the next year a totally new student information system will be tested and implemented. The new system will allow greater advantages for the student than previously available.



Maymester and Summer Sessions. In keeping with the overall goals of the College to provide better services, the Maymester and Summer Sessions office has upgraded its record-keeping and marketing performance during the past year. A Faculty/Staff Salary Program, to keep an account of professors' salaries during the summer, has been developed from which statistics and information for many different reports can be called. The Maymester and Summer Sessions office has also worked closely with the Charleston County Schools S.A.I.L. Program Coordinator to provide registration and course information for gifted high school students.

The Maymester and Summer Sessions office coordinated an extensive marketing campaign again this year. A special mailing list was purchased to send Summer Bulletins to college students and graduating high school seniors in the southern half of South Carolina. Maymester and Summer Sessions Bulletins were distributed to all currently enrolled students, incoming freshmen and alumni of the College of Charleston. Newspaper advertisements concerning pre-registration were prepared for all local newspapers as well as South Carolina college issues.

As a result of extensive marketing, a variety of course offerings, and a commitment to provide better service, the total headcount for Summer 1991 increased by 946 students over Summer 1990, from 5143 to 6089. The FTE increased from 1283 to 1457 in 1991.

International and Exchange Programs. The International and Exchange Programs Office continues to provide support services to all students who come to the College from a foreign country or American students who seek an experience in a foreign country or have an interest in international issues. The Office specifically provides support to the foreign student population which includes pre-arrival support and information, orientation and advising, and maintenance of the student's Visa status. It provides assistance to American students who wish to explore overseas travel, study or work opportunities, as well as national exchange possibilities. The office administers the International Student Exchange Program, the National Student Exchange Program, and an exchange with Kansai Gaidar University in Osaka, Japan. The International and Exchange Programs Office also provides technical assistance to faculty members regarding immigration issues.

During the 1990-91 school year the College had on campus 101 foreign students from 33 foreign countries. Nine College of Charleston students enrolled in higher education institutions in Australia, France, Hungary, Columbia, The Phillipines, Great Britain and the Netherlands. An additional five College of Charleston students attended other American institutions in New Jersey, Colorado and Maryland.

Undergraduate Studies. The Office of Undergraduate Studies is responsible for all the academic support services administered at the College. The support services are designed to assist the degree-seeking student from orientation until graduation.

National data indicate that the two primary factors in the retention of students are the orientation program and the academic advising system. The Office of Undergraduate Studies has made significant contributions to retention at the College through orientation and advising improvements. Orientation is approached as a campus-wide activity with heavy academic emphasis. The Advising



Center is now housed with Career Development. Combined programs will be developed to assist students as they move toward graduation.

In addition to the student being notified of any academic deficiency, the advisor and department chair are notified. New standards for early academic warning are now in effect which enable the Deans to advise students with academic problems earlier. These students are invited to workshops during which plans to assist them are reviewed.

Orientation. The Orientation Office is responsible for the coordination of placement testing, advising and registration of all new full-time students at the College (this includes freshmen, transfer, and re-admit students, as well as students matriculating from Continuing Education); for educating these new students about the rules and regulations of the College; for introducing them to student services at the College; and for helping them and their parents to understand and adjust to the difference between high school and college or their previous college experience.

Three hundred and sixty-six (366) students were served in the January, 1991 session and approximately two thousand three hundred (2300) students will be served during the six orientation sessions in June through August, 1991.

One major program was revised this year. The Student Services Session was changed to introduce small group interaction among the students as they try to identify the various offices across campus and the services they offer. This modification was based on feedback from orientation evaluations, as well as the success of the small group format in other sessions. The Academic Orientation Program, in general, will continue to offer a personalized orientation through small group sessions, homogeneous grouping, and personalized schedules.

For the first time, parents were mailed Academic Orientation information in order to involve them more fully in the program. As a result, parents were better informed and indicated their satisfaction in written evaluations and through oral feedback. Additionally, parent attendance at the Academic Orientation sessions increased significantly - to the point where two separate locations were necessary to serve the increased demand. While Family Orientation has been a one-day program, two more programs were added this year to begin a second day program: a campus tour and a session sponsored by Residence Life for those seeking off-campus housing. It is possible that other programs will be developed to round out two full days of programming for adult family members to coincide with the two-day student program.

Advising Center. During the Summer and January Orientation Programs, the Advising Center coordinates the advisement for all in-coming students. It recruits volunteer advisors; directs the "Introduction to Advising Session" that all students attend prior to meeting with an advisor; correctly groups students so that each sees the proper advisor; collects, collate, and distributes all pertinent information such as the Advisor Manual (a new edition was issued this year); initiates and maintains student advising files; and pursues any necessary follow-up with students, faculty or administrators to promote successful academic advisement.

The beginning of the school year brings new challenges. The Assistant Dean recruits the 35-40 faculty/administrative advisors who will staff the Center during the Fall and Spring Semesters. For Fall 1991, an early warning/early



registration appointment will be made for selected in-coming freshmen, who will be contacted to meet with an advisor beginning in September. Also, in conjunction with Career Development, students who are approaching the maximum hours to remain without a declared major (59 hours) will be invited to attend a special workshop designed to aid them in the selection of a major while introducing them to the testing and computer aids available in Career Development. Currently enrolled students with 20-25 hours will attend a new program designed to aid them in beginning the self-exploration necessary for career planning and choosing a major. They will be introduced to the SIGI computer program, and will be offered the opportunity to take the Meyer/Briggs and Strong/Campbell interest inventories.

The Advising Center is responsible for creating, maintaining, and updating advising files. As students declare majors, the Advising Center inputs this computer data, and forwards the advising file to the department or advisor so that student records are complete during their stay at the College. The Center also provides support for instructors of the Freshman Seminar and Learning Strategies courses, and maintains the teaching files, books, and other relevant instructional material for these two courses. It also conducts faculty training for both these courses, as well as advisor training for all interested College of Charleston faculty and administrators.

Special Undergraduate Programs. The Office of Special Undergraduate Programs has major responsibilities for programs leading to the success and retention of special populations on the campus such as minority students, commuter students, and non-traditional students. Success can be measured by the fact that the retention of minority students has recently been higher than that for majority students. Several new programs, including a campus-wide understanding of the importance and necessity of cultural diversity, and seminars on selected topics have been successfully initiated with both faculty, staff and students.

For six weeks during the summer, the Office of Special Undergraduate Programs also coordinates several special residential and non-residential programs for incoming minority freshmen, high school graduates, and rising high school juniors and seniors. These special programs (SPECTRA, College Connection and Upward Bound) provide unique and challenging opportunities for minority and disadvantaged students to enroll in one or two tuition-free courses for college credit, to receive academic support through campus resources, and to participate in cultural and extracurricular activities.

All of these special programs, including the Upward Bound Program, have been successful in both the recruitment and retention of students who enroll at the College. More than one hundred students enroll in these programs annually. It is important to mention that after the six-week summer component of each special program, SPECTRA and Upward Bound continue to provide academic support and tutorial assistance to students throughout the academic year. SPECTRA participants are assigned mentors and peer counselors who work with students on an individual and groups basis, and Upward Bound participants receive academic support and tutorial assistance by instructors and counselors on weekends.

College Skills Laboratory. The primary focus of the CSL's activities is to provide a comprehensive academic support program. Key accomplishments were



achieved both within the component labs and through the cooperative efforts of the entire CSL staff.

The noteworthy achievements included:

- continued development and presentation of additional learning skills seminars by CSL staff in the areas of text study, note-taking, test-taking, time organization, vocabulary enhancement, critical thinking, foreign language topics and preparation for exams.
- presentation by members of the CSL staff at national, regional, state and local conferences and workshops which served to bring recognition to the Lab and the College.
- service by CSL staff to college departments, programs, professional organizations and other colleges.
- development of foreign language video presentations designed as a means of supplementing the efforts of the Foreign Language Lab already in place and addressing the needs of the students in this area.
- continued acquisition of computer technology which has enabled the CSL to contribute to the campus-wide implementation of computer literacy and to provide improved math, writing skills, foreign language, and reading and study skills and biology instruction for the College's students.
- increased the number of hours for math and writing lab tutorial services in order to meet increased demand and maximize utilization of physical facilities.
- increased availability of services for the College's nontraditional, summer, bridge, and upward bound student populations.
- continued efforts to recruit, train and evaluate a group of qualified peer tutors in order to assure the most effective academic support for the College's students, including the recruitment of qualified minority peer tutors, allowing for the representation of diverse student populations as a part of the CSL staff. The staff has developed a plan and submitted documentation to establish national certification for the CSL's tutoring program.
- particular consideration provided to the College's learning disabled students in the form of training for the CSL staff in order that they might be best prepared to respond to the special needs of this student population.
- development of a plan and training for the CSL staff in order to implement supplemental instruction, a collaborative learning pilot program, for biology and history courses in fall 1991.
- coordination of a placement testing program which administered tests to over 2700 new and transfer students enrolling at the College.
- collection of materials and books by the Writing Lab Staff on Writing Across the Curriculum to serve as a resource center for faculty participating in the Writing Across the Curriculum Program and other faculty interested in increasing the quality of writing in their courses.
- continued publication of the department newsletter to enhance communication between the College Skills Lab and the faculty, staff, and students.
- significant utilization of the CSL by students during the academic year, including Maymester and Summer Sessions. Twenty thousand three hundred and five (20,305) student contacts occurred during the year by means of



individual appointments, seminars, workshops, and in class presentations. Student contact figures represent repeat contacts with individual students during the academic year.

Center for Continuing Education. The mission of the Center is to provide educational services to the community of Charleston. This includes programs to attract returning adult students, their recruitment, advising and registration, assisting those who wish to earn a degree to be admitted into degree status, and the provision of off-campus educational opportunities for credit courses.

More degree-bound adult students are being admitted into degree status earlier in their college careers than ever before, and the number of "adult" students (21 years of age and over) continues to grow. In the fall of 1990 a new high of 2848 such undergraduate students enrolled. Of these students 463 were enrolled through Continuing Education; the others were already in degree status.

New in the fall of 1990 were grants to enable adults to take the Learning Strategies class without charge to them. The Learning Strategies class has proved so successful that it is believed that returning adult students, as well as traditional students who could be "at risk", could benefit. Twenty-two adult students took advantage of the grant, and plans are under way to extend the program for fall 1991.

Other programs implemented by Continuing Education include: Discovery Night and adult Welcome Sessions, advising and registration services to Senior Citizens, coordinating the Incentive Grant/Minority Adult Program grants, advising and registration services located on both the Air Force and Naval Bases, special advising for the Navy's Pace II program, participation in the informal consortium of L.E.A.R.N. (Local Educational Admissions Representatives Network) in the presentation of adult "college fairs", sponsoring the campus Organization for Nontraditional Students (ONS), offering of courses in Northwoods and Citadel Malls, selection of the Thomas A Palmer Award recipient, staff training for college employees, and other services to enhance opportunities for adult students at the College of Charleston.

Increased cooperation with the Admissions Office has been achieved; future plans include expanding the services of the campus Advising Center to assist more adult students.

LIBRARIES. The primary goals of the College of Charleston Libraries are threefold: to select and acquire library materials based on collection management principles which reflect the teaching and research requirements of the College; to provide access to library materials in a timely and logical manner; and to aid and instruct the academic community in the use and interpretation of library collections.

The library continues to receive special allocations to add to its regular budget for books and journals. The priorities for purchases from these funds were books to support the new and existing graduate programs as well as replacements for lost and missing books. Net volumes added to the collections exceeded 18,000 and there are now over 450,000 volumes in the collection. The Reference Department added several CD ROM workstations, and business and psychology databases for faculty and students.

With the selection and purchase of the VAX 6510 to replace the MicroVax II to run the Data Research software, including the on-line public catalog, the



Robert Scott Small Library entered a new era in library automation activity. For the first time, the Academic Computing Department will assume the responsibility for hardware and software support as the library moves its system to a mainframe environment.

By the end of the most recent academic year several key use statistics have risen to all time highs. The library circulated 91,221 books in 1990-1991, a 75% over five years. The number of interlibrary loans rose from 5,475 in 1989-1990 to 8,354 last year. The level of interlibrary loan activity has increased 135% in five years. Despite these demands for additional services, the library administration has been able to introduce at least one new service, document delivery of journal articles from the library's collection to faculty in their offices.

Avery Research Center. The Avery Research Center for African American History and Culture has enjoyed one year in residence in its newly renovated home at 125 Bull Street, approximately 6 block from the main campus. The program was officially launched last October with a three day Grand Opening that included exhibits, cultural presentations and formal dedication ceremonies. With all its component parts under one roof, the Center has been able to implement the operation of its total program this year.

Great strides have been made in the development of the archives through the donation of a number of collections from individuals and organizations. Significant among these are the Herbert DeCosta Construction Company Records, the records of Brick Layers and Allied Craftsmen Local Union #1, The William J. Steen Collection of Books and Manuscripts on West Africa, and the Leroy F. Anderson Collection. The addition this year of two hundred and two linear feet of materials brings the grand total of holdings in the archives to approximately three hundred and twenty-three linear feet. During 1990-1991, the Center acquired through donation and purchase 275 volumes for its non-circulating reference library.

The holdings of the archives and reference library are on-line in the Robert Scott Small Library computer system. The Center participates in the Data Storm Pro Con 50 2400 data communications system with places its materials on-line with colleges and universities throughout South Carolina and in other parts of the country.

The Center received from the College through a donation-purchase arrangement the 1920's portrait in oil of Charleston Congressman Thomas Ezekiel Miller by the internationally known Charleston artist Edwin Harleston. Local artist Quashie donated "The Perfect Age of Wisdom," the original of his award winning 1990 Moja Festival Poster design. The Center is also the recipient of nationally known artist Houston Conwill's site specific work "The New Charleston".

During the year, the Center has sponsored four exhibits and the public programs related to them. The exhibit on the life and work of Esau Jenkins stimulated an outpouring of people from all parts of South Carolina. "The Last Mile of the Way", an exhibit on African American funeral and mourning customs, created the opportunity for collaboration between the Center and local funeral directors who loaned items to embellish the exhibit. A building tour program has been designed and a cadre of volunteer docents have been trained to conduct it during the week and on weekends. As the year has progressed, visits to the Center have become more numerous. An average of 5 to 10 people walk in each day.



During the school year four or more school and/or church groups have visited the Center each month. This includes groups that have traveled from distant places in South Carolina and nearby Georgia and North Carolina.

**INSTITUTIONAL EFFECTIVENESS.** Plans for assessment of Institutional Effectiveness were developed by committee members in January 1990. By July 1992, a full assessment report on the programs will be available. The programs of assessment are as follows:

1. **General Education:** The outcomes of the following goals are regularly assessed and consistently supported during the program of studies. The Goals of the College of Charleston General Education (Minimum Degree Requirement) Program are:

- a. To develop communication skills (oral or written), including computer literacy;
- b. To develop critical thinking/problem solving skills;
- c. To develop familiarity with information retrieval systems;
- d. To develop global awareness;
- e. To develop an appreciation of cultural diversity; and
- f. To enhance personal (affective) development.

The overall College of Charleston Action Plan consists of three steps:

- a. Identify the primary (and secondary) areas where the specific skills are initially developed;
- b. Audit the areas where the specific skills are further developed; and
- c. Identify method(s) of outcomes assessment appropriate to the skills.

For 1990-91, Communication Skills, including Computer Literacy, will undergo assessment. In each succeeding year, assessment activities in at least one additional area will be developed. This first assessment cycle will be completed in a five-year period.

2. **Majors or Concentrations:** Initial assessment plans for the School of Education and the School of Business and Economics and the fifteen academic departments in the arts, humanities, social and behavioral sciences, mathematics, and the natural/physical sciences have been submitted to the Office of Academic Affairs. These reports include a narrative description of the progress made in developing assessment procedures for the major(s); a draft time line for implementing the assessment activities; and a state of the objectives and desired student outcomes of the major(s).

3. **Alumni Follow-up Studies:** The College of Charleston in 1988 designed and administered a mail questionnaire to all graduates of the College. This population of 6,884 comprised graduates from the 1974 class, the first to graduate after the College became a state institution, through the 1987 graduating class. Two thousand eight hundred and one or 40.7 percent of alumni responded to the survey. The 1988 survey sought to



create an historical baseline dataset on graduates. The analysis of the survey data is a continuing process. Detailed analysis of the initial data will help determine the frequency with which the survey will be administered, such that comparative data may be obtained. A follow-up questionnaire was distributed to alumni in December 1990.

4. Entry-Level Skills Necessary for College Work: At the time of admission into the College, each applicant is given a predicted grade point average calculated from high school performance and standardized test scores. These new students also take placement tests to determine if any developmental courses would be advised for the student. The College currently has available the College Skills Lab as the center for all academic support programs including developmental courses at the College. A professional staff as well as student tutors are available in the lab to provide individual and group instruction. The proposed plan for assessment involves tracking students with low scores on the verbal section of the SAT and the Nelson-Denny Survey Reading Test. At the end of the semester these students will be tested to determine whether they will need ongoing assistance from the College Skills Lab.

5. Analysis of Undergraduate Retention and Attrition: The importance of retention in meeting the goals of the the students and the institution cannot be overemphasized. Retention has been, and will continue to be, a priority of the entire campus. Since 1985, the following programs or activities have been developed to improve the retention of undergraduate students: a learning strategies course for provisionally admitted freshman and readmitted students; a freshman seminar course; a revised orientation program, including a family orientation session; expanded tutoring services, seminars and workshops for probationary and readmitted students; a revised advising system including the establishment of an Advising Center; and the initial planning of an extended orientation program. These steps were taken to address the issues reported as affecting student retention nationally on the College of Charleston Campus.

With the installation of a new student information system by 1991, the College of Charleston will be able to take additional steps to track students and to determine in greater detail the patterns of student enrollments. The College has participated in the Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles. These data on incoming students will be used along with tracking information to analyze retention and attrition of our students. All student groups will be studied with specific attention given to minority and non-traditional students. The analysis of student characteristics and retention will provide an opportunity to address attrition concerns before the students leave. Exit interviews have been used extensively in the past with limited success.

6. Assessment Procedures for Student Development: Since no one instrument can assess the development of students, a variety of instruments and activities have been chosen. Strategies will be tested during the 1991-92 academic years, with reporting outcomes in July 1992. Most of the data will come from those students who participated in campus



life outside of the classrooms, yet the number of these is significant. There are over seventy student clubs and organizations on campus. About fifteen percent of the student body participate in Greek Life. Eighteen hundred and fifty students are residents on campus and regular monthly programs are held for these students. Every effort will be made to draw more students into college life outside the classroom. Assessment will consist of peer reviews in each area of the administrative structure, student political and social opinions as documented with the Freshmen Survey (UCLA) and reports of Greek organizations. Several other procedures, involving honor, leadership, service, alcohol, career awareness, and self-esteem have been discussed and assessment instruments will be reviewed.

7. Assessment for Library Usage and College Development Procedures: At the College of Charleston Library, assessment is continuous, and most assessment activities have been carried out for some time using standard measures for library effectiveness.

The library staff participates in a number of required program evaluations. These include, but are not limited to, the Southern Association for Colleges and Schools (SACS) reaccreditation visits, and the South Carolina Commission on Higher Education (SCCHE) consultant visits for each academic program. Such reviews as the curriculum committee-sponsored external peer review and the recent report from preservation consultants funded by the National Endowment for the Humanities are among the most useful evaluations which the libraries receive. Finally, many assessment activities occur as a part of the evaluations of academic programs or disciplines. These include the discipline-specific accreditation visits for Business Administration and Economics, Chemistry, Education, and Public Administration.

The library regularly produces various internal reports and statistical analyses which measure use and effectiveness. The library has adopted the American National Standard for Libraries and Information Sciences - Library Statistics (ANSI - Z39.7-1983) standard to provide definitions and categories for monthly and annual statistics. Each fall, the library administration compiles a report which compares the library to the standards developed by the Association for College and Research Libraries.

The library staff has also surveyed patrons regularly, although not each year. The library administration puts together the results of these surveys of opinions about strengths and weaknesses of services and collections. In future years, the library administration expects to complement this effort with a new approach: focus groups, to determine the needs of students and faculty.

8. Assessment of Administrative and Financial Processes and Performance: The financial resources of an institution determine, in part, the quality of its educational programs. The adequacy of the financial resources at the College of Charleston will be judged in relation to the basic purposes of the institution, the scope of the program, quality of the library, and the number of students.



In assessing the financial performance of the College of Charleston, reliance on external financial audits, including management letters and recommendations, will be continued. These audits are considered a method of "self assessment" because the institution prepared the financial analysis of the operation. The auditors certify that the records are correct and suggest changes to improve the cash management and reporting.

The College will use the cost per FTE students as a method of comparison to other quality institutions. Several ratios will also be used in the statistics for measuring and assessing the financial resources as follows:

- a. Cost of instruction to cost of administration
- b. State appropriations to generated student fees
- c. Unrestricted current assets to unrestricted current liabilities
- d. Endowment fund ratios to total E&G expenditures
- e. Plant equity to plant debt
- f. Expendable fund balance to total expenditures and mandatory transfers.

The financial resources will also be assessed indirectly using the library and physical plant conditions as a measurement.

9. Assessment of Facilities: Following is a synopsis of the assessment activities relating to facilities currently being done by the College:

a. Maintenance - The College has continued to update the state-commissioned Building Quality Survey done by Sirrine. It uses it as a means to identify deficiencies in buildings in order to correct critical problems as well as to prioritize projects based on available funding each fiscal year. Additionally, most building systems are on certain maintenance schedules, such as the repainting of the many historic houses.

b. Capital Projects - As a growing campus with well-defined facility needs, it has been relative easy over the years to identify and prioritize major capital projects. Although most of the original requirements are in place, the growing enrollment coupled with the need to consider renovation projects makes this area critical. In addition to the staff, there are several other groups involved in assessing the need for priority of capital projects. The College has a standing Committee on Campus Planning and Space Allocation made up of faculty and administration. The Facilities Committee of the Board of Trustees (5 members) is actively involved in the identification and planning for facility needs. The full Board has final jurisdiction for the expenditure of funds. Finally, a group of community leaders in preservation and other pertinent areas has been used in the past as an advisory group when the issue of the impact of a project on the historic integrity of the campus was to be considered.

c. Space Utilization - The College uses nationally accepted space standards to assess and monitor the utilization of each type of campus space. Several years ago the Commission on Higher Education published a set of guidelines for planning purposes on space standards for each type of use. These were compiled after a comprehensive review of national standards.



d. Utility Infrastructure - As a result of a thorough assessment of the College's utility systems, the College has completed, and is in the process of completing, several major projects.

e. Legislative Requirements - The College has implemented an asbestos survey on all its buildings and has prioritized its removal. Likewise, all transformers have been surveyed for PCB.

10. Assessment of Public Service: The Director of Professional and Community Services will provide a summary of Professional and Community Services activity (Conference and Non-Credit activity) each academic year by no later than June 1. These data will be submitted to the Office of Academic Affairs.

The Conference and Non-Credit Program components of the Professional and Community Services program distribute evaluation documents to program attendees. These documents assess program content, instructors, administrative support, and facilities.

Academic units that especially provide public service (e.g., Institute for Public Affairs and Policy Studies, Avery Research Center, School of Business and Economics, School of Education) submit annual planning documents and annual reports on their activities that are received in the Office of Academic Affairs.

11. Assessment of Research: Research productivity is assessed annually in several ways.

The Grants Administration Director will produce a summary of research activity (grants submitted; funded; total funds requested/received) each academic year and by not later than June 1 of each academic year. These data are submitted to the Office of Academic Affairs for review on an annual basis.

The Office of Academic Affairs will prepare a summary of faculty research output (publications, conference papers, technical reports, etc.) each academic year by not later than June 1.

Each school and academic department has a goal/objectives related to research productivity in its Three-Year Planning Documents.

Each school and academic department submits a report on the research activities of its faculty in its Annual Report, submitted to Academic Affairs in May/June of each academic year.

The College maintains research expectations of all faculty in order to become tenured and receive promotions in rank. Professional growth and development (which includes research productivity) is one of three performance areas evaluated annually and for tenure/promotion. All evaluations of faculty performance are reviewed annually. Deans and department chairs who evaluate faculty are themselves evaluated annually by the Vice President for Departmental Affairs.

#### INSTITUTIONAL ADVANCEMENT

The Office of Institutional Advancement plans and supervises efforts to promote and to interpret the College of Charleston to all external constituencies and to



the general public. It coordinates ongoing communications with and supports the activities of College of Charleston students, faculty, alumni and friends, fostering and maintaining close relations in keeping with the College's responsibility as a state-assisted institution of higher education. Institutional Advancement assists other departments of the institution in identifying sources of and securing private gift support for College projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic excellence in liberal arts education.

The Advancement Offices, which report to the Senior Vice President for Institutional Advancement, are the Office of Alumni Services, the Office of Development, and the Office of College Relations. Their staffs maintain external liaison with alumni, parents and friends of the College, including business and industry throughout the State and Region.

The Office of Development. The Office of Development provides counsel and assistance to the College community about ways to attract private gift support to help supplement state-legislated appropriations and other government grants and contracts. Private gift support is sought from faculty and staff member, alumni, parents, friends, business and industry, and private foundations. With the support of the College of Charleston Foundation, developmental programs are managed by Development staff professionals, which include annual giving, capital and endowment giving, and planned giving, which encourages private gifts through wills, trusts, and other forms of estate or deferred giving. The College of Charleston Foundation, an eleemosynary 501(c)3 private foundation has the sole purpose to support the educational mission of the College of Charleston through private gift support.

The Office of Alumni Services. The Office of Alumni Services seeks to build and maintain close ties between the College and all of its alumni. The staff maintains records of more than 12,000 living alumni. The College News is published by this office, and travel opportunities are presented throughout the year. Alumni are encouraged to return to the campus for a variety of programs, and special emphasis is placed on Commencement Weekend in May. Quinquennial class reunion programs are encouraged and supported by the Alumni Office, and area alumni meetings are held in cities along the Eastern seaboard.

The Office of College Relations. The Office of College Relations seeks to effectively projects and enhance the identity of the College as a state-wide and regional institutional by planning and managing a comprehensive internal and external communications program, including media services, publications, public relations, marking and advertising, community relations, and special events.

#### STUDENT AFFAIRS

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.



As educators, the student affairs staff works to create environments, provide experiences, and teach skills which enable students to develop personal value systems, explore and build healthy interpersonal relationships, discover the responsibilities of community memberships, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and academic curriculum are strong.

In the academic year 1990-91 revised the administrative structure of the Residence Life area. We had a full and successful year in implementing the CARE program (Crisis Assistance, Response and Education). Based on the curriculum and experience of the Emerging Leaders course offered in 1990-91, we will have a Fall Leadership Weekend in 1991. Details of specific departmental accomplishments follow.

LEADS. Leadership Education for Alcohol and Drug Safety seeks to develop healthy, drug-free climate and lifestyles for College of Charleston students, faculty, and staff. The primary focus of LEADS is to encourage responsible decisions about alcohol and drug use. The program addresses issues that interface with the College alcohol and drug policy. The purposes of LEADS include: (1) to use student peer leaders to provide educational programs and assistance for students, classes, faculty, and staff; (2) to develop and adapt wellness, drug and alcohol programs for campus groups and organizations such as residence halls, athletes and Greeks; (3) to reinforce the College alcohol and drug policy to incoming students using presentations and distributing printed information; (4) to ensure campus compliance with state and federal Drug-Free Schools and Workplace legislation; (5) to work in conjunction with other Charleston institutions of higher learning in developing and improving effective programs; and (6) to provide drug-free social programs/activities on campus, and (7) to conduct research on current campus alcohol and drug usage. LEADS members are trained in public speaking, hosting special functions, and in offering facts about alcohol and drugs. They receive internship credit, work experience, and are also encouraged to apply for scholarships based on leadership, service, and scholastic achievement given by LEADS annually.

Student Health Services. The College of Charleston provides on-campus health services to promote and maintain the optimum health of students while attending the College. The service provides routine office care and the services of a physician and a nurse on a daily schedule at no charge to the student. A nurse and physician are on call Monday - Friday from 5:00-8:00 p.m. for emergencies only.

Student Health Services provides routine laboratory evaluation. As an additional service, allergy injections are administered to faculty and staff as well as students. This service is at no charge.

The physician staff covers specialties of Dermatology, Internal Medicine, Family Practice, Pediatrics and Venerology. This enables the student body to obtain a full range of care pertinent to the age groups and life styles found at the College. Those specialties not available are arranged within the community by Health Services.



Students and/or parents are financially responsible for services and medication not provided by Health Services. These include x-rays, lab work, prescriptions and referrals to specialists.

In addition to providing health care to regular students, Health Services provides for the medical care of various groups, especially during the summer months. These groups include Governor's School, Upward Bound, SPECTRA, Spoleto, Basketball Camp, Computer Camp, and participants in various seminars and workshops.

The Health Services staff continues to be involved in campus outreach by serving on committees such as the College Alcohol Policy Committee and the Emergency Response Team.

A total of 13,258 visits were made to Student Health Services during 1990-91. This represents a 26% increase over 1989-90.

Resident Life/Housing. The residence halls at the College of Charleston provided accommodations for approximately 1800 students during the 1990-91 academic year. On-campus housing facilities included three co-ed residence halls, two residence halls for women, one apartment-style hall for women, and 20 historic houses. Residence halls have laundry facilities, vending areas, a commons room (TV lounge), and study rooms. The residence halls are divided into three areas: Area 1 - College Lodge and St. Philip Street residence halls, Area 2 - Craig, Rivers, and the International Houses; and Area 3 - Wentworth and the Bull St. Houses. The management, maintenance, and policies governing residence hall living can be found in the Guide to Residence Life.

Residence Life is considered to be an integral part of the Housing Program. The Residence Life staff provides activities, educational and social programs, and counseling/advising that aids in fostering individual growth within the residence halls. Each of the residence halls area is staffed with an Area Coordinator, Resident Hall Director, and Resident Assistant. Area Coordinators hold a masters degree in Student Personnel Services or a related field. Residence Hall Director hold a bachelors degree in a related area and are pursuing a masters degree. Resident Assistants are upperclass undergraduate students who are specially trained as peer counselors. These professional staff members are responsible for the overall administrative operation of the residence halls, and for supervising a student staff of desk receptionists.

The 1991 Summer Conference Housing included a variety of groups. Some of these groups were Spoleto, Woodrow Wilson Chemistry Institute, Upward Bound, and Camp Puff 'N Stuff.

Counseling Center. The Counseling Center staff offers students a wide range of psychological services which include individual and group counseling, couples counseling and psychological testing. The Center also offers seminars and presentations on topics of interest to students and does consultations with the faculty, the Residence Life staff, the Health Services staff, and the Undergraduate Dean's office on matters regarding concerns with the students. Outreach programming, seminars and presentations, have been presented to academic classes, several dormitories, Residence Life staff, the Tennis Team, clubs and sororities, and community organizations. Another service of the Center is to make referrals for students to other helping professionals when appropriate.



Staff members serve on the following College committees: Orientation, Multicultural Relations, Incentive Grants Selection, SPECTRA Advisory, CARE (Crisis, Awareness, Response and Education), and the Advisory Committee for the College of Charleston Employee Assistance Program. One staff member serves on the Board of the S.C. Association for Children of Alcoholics. Staff members served as advisors to the following groups: Zeta Tau Alpha Sorority, Student Union for Minority Affairs, Campus Crusade for Christ, IOTA Omicron Chapter of Alpha Kappa Alpha Sorority, and the Gay and Lesbian Alliance.

Nine percent (4-5% nationwide average for campuses of less than 10,000 students) of the student body was seen for psychological counseling. Walk-in hours are offered daily during which students may see a psychologist/counselor without having an appointment. Three hundred sixty-two students took advantage of this service. We responded to nine emergencies involving students.

We continue to be aware of our need to develop professionally, and we continue to take advantage of opportunities to attend local, regional and national conferences and training seminars. Staff members attended the following meetings this year: Southeastern Conference of Counseling Center Personnel, 5th Annual Black Leadership Conference, Eating Disorders Symposium, insights into Sexual Abuse: Treating the Adult Survivor, Southeastern Testing Personnel Conference, the S.C. Psychological Association annual meeting, Clinical Perspectives for Panic Disorders in the Nineties, and the University and College Counseling Center Director's conference.

Staff members also continue to be active in professional organizations. Membership is held in the following organizations: Associations of University and College Counseling Center Directors, S.C. Association of Adult Children of Alcoholics, American Psychological Association, Christian Association of Psychological Services, S.C. Psychological Association (newsletter editor), American Association for Counseling and Development, the International Association for Counseling and Development, the International Association of Eating Disorders Professionals, the American Board of Medical Psychotherapists, S.C. College Personnel Association, and PSI CHI.

All of our professional staff members are licensed by the S.C. Board of Examiners or are in the process of being licensed. The Counseling Center continues to be accredited by the International Association of Counseling Services.

Career Development and Placement. The Office of Career Development and Placement provides a wide range of career services, including testing and counseling; workshops on career decision-making; experiential learning opportunities; and assistance to Seniors in establishing credential files, scheduling interviews with recruiters, job placement, and obtaining graduate school information. In addition, the office maintains an information center on occupations, careers, job hunting techniques, the job market, and graduate education. An updated computerized career decision-making program continues to serve as a valuable tool and resource for students in identifying and deciding on potential occupations.

An emphasis this year to introduce the career planning process to all students through orientation sessions was continued and new sessions were developed. The goal is to fully merge academic and career planning each year so that students are ready to make sound career choices by graduation. The office is working jointly with the Orientation Director to monitor and develop this project each year.



Group workshops were used extensively to better accommodate the number of students asking for assistance in setting up credential files, choosing majors, planning careers, and exploring work experience opportunities. Continued assistance was provided to the Undergraduate Dean's Office in counseling readmitted students concerning career directions and majors. Career assistance with adult learners continued with referrals from the Continuing Education Office.

The Major of the Month Seminar (MOMS) conducted jointly with the Undergraduate Dean's Office and the Alumni Office was again very successful. Four academic departments brought graduates to campus to meet with students about career options in their major. All four programs were video taped and are available to students. Career Network, an advice and networking program for students and alumni, continued to expand while greater emphasis was placed on getting more students to use the service. Two "How to Pick a Major" workshops were conducted jointly with the Undergraduate Dean's Office each semester.

A "Graduate and Professional School Day" was held in the Fall, where a number of graduate and professional schools were invited to send representatives to campus to talk with students about their programs. Twelve schools spent the morning and afternoon talking to interested students. This program has become a regular feature for the office each fall.

The annual Career Festival was again held during the Spring semester for the entire campus. In addition to a Career Day, Job Fair, and Summer Job Fair, a series of new Senior programs titled "Bridging the Gap" were presented for the first time. These new programs focused on providing the information and skills that Seniors need as they make the transition from college to life after college. Forty-seven companies and agencies representing a variety of career fields participated in the Career Day, and 201 student interviews were conducted during the Job Fair.

A Teacher Career Day was held each semester to assist Seniors interested in teaching careers explore job opportunities with a variety of school districts in the State. A total of 32 school districts visited the campus during these special career days and interviewed 150 student teachers.

A total of 1,069 on-campus interviews were conducted throughout the year. Four hundred and ninety-seven (497) Seniors established credential files for the year, and 1,263 student appointments were kept with a staff member for at least one session. Some 431 referrals of Senior's credentials, either faxed or mailed, were made during the year. Another 125 Seniors participated in the Atlanta '91 Job Fair in Atlanta. One hundred and thirty-nine (139) students were placed with organizations or offices this year in a variety of internships and co-op positions with 19 students receiving academic credit. Ninety-six (96) organizations and agencies advertised internships with the office.

The Job Development Program listed 679 part-time jobs. Three hundred and ninety-seven (397) College of Charleston students were employed with total combined earnings for the year of \$443,052.

In summary, the office has enjoyed a good year overall with a 66% increase in the number of students placed in internship opportunities and co-ops, a 90% increase in the number of students placed in part-time jobs, and significant increases in resume referrals to employers, and in the number of student contacts through classroom and club presentations. A new Career Peer program was developed to give students the opportunity to be trained to assist fellow



students in the career planning process, and a greatly expanded Career Festival with special senior programming was conducted. The office relocated to new and larger quarters this fiscal year.

Student Activities. The programs and activities of student organizations create a sense of community on the College of Charleston campus. A student's academic curriculum is greatly enhanced by the valuable life experiences, relevance and good times which leadership and participation in student organizations can afford.

There are 115 student groups on campus that offer individuals the opportunity to develop leadership skills, pursue leisure time and recreational interests, share ideas with others of similar religious and political beliefs, and explore career opportunities. A bus-load of students attended the state-wide Leadership Development workshop sponsored by the University of South Carolina. A course in leadership was offered Spring Semester for academic credit through the Sociology Department. A specialized professional was hired to lead this course, sharing her particular expertise in human relations management and leadership. The Cougar Pause newspaper has become a stronger force on campus, with updated equipment and training for its student producers.

Of significant concern for the 1990-91 year was the new late afternoon Tuesday/Thursday hour and how it affected participation in organizations and programming for commuter students.

The 115 groups on campus are listed below according to their purpose:

Programming Groups: College Activities Board, Film Club, Student Union for Minority Affairs, International Club.

Governmental Organizations: South Carolina Student Legislature, Student Government Association.

Sports: Aikido Club, Cheerleaders, Karate Club, Ski Club, Weight Lifting Club, Women's Soccer Club, Cycling Club, Men's Volleyball Club, Cougarettes, Martial Arts Club.

Performing Groups: Center Stage, Charleston Pro Musica, College Orchestra, Concert Choir, Fine Arts Singers, Madrigal Singers, Classical Guitar Ensemble, Gospel Club, Pep Band, Chamber Music.

Honor Organizations: Alpha Epsilon Delta (Pre-Med Society), Eta Sigma Phi (Classics), Omicron Delta Kappa, Omicron Delta Epsilon (Economics), Pi Mu Epsilon (Math), Psi Chi (Psychology), Sigma Alpha Phi and Sigma Iota Rho (Global Relations), Pi Alpha Theta.

Special Interest Groups: Campus Amnesty Network, Organization for Non-Traditional Students, Chess Club, Visual Arts Club, Alliance for Planet Earth, the Bard Society, Gay and Lesbian Alliance.

Political Groups: College Republicans and Young Democrats.

Cultural Groups: International Club, Student Union for Minority Affairs, Asian and American Club.

Religious Organizations: Baptist Student Union, Campus Crusade, Catholic Student Union, Fellowship for Christian Athletes, Church of Christ Ministry, Episcopal Student Group, Religious Council, Jewish Student Group, Lutheran Student Movement, Wesley Foundation, Presbyterian Student Fellowship.

Service Groups: Alpha Phi Omega, Peer Mentor Association, Student Alumni



Association, The Charleston Forty, Biology Club.

Media Organizations: The Comet - yearbook, Cougar Pause - newspaper, The Miscellany - literary magazine, and Publications Board.

Fraternities: Alpha Tau Omega, Kappa Alpha, Kappa Alpha Psi, Kappa Sigma, Omega Psi Phi, Phi Beta Sigma, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu and IFC (Inter-Fraternity Council).

Sororities: Alpha Delta Phi, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Kappa Alpha Theta, Phi Mu, Zeta Phi Beta, Zeta Tau Alpha and Panhellenic Council. Sigma Gamma Rho.

Departmental: 30 varied clubs.

Stern Student Center. The ballroom, garden and breezeway areas of the Stern Student Center were the sites of 1500+ varied events.

Gamesroom tournaments were offered every Saturday and students went on to regional competition. A video license was acquired to show nightly movies in the Video Theatre. Film programming was popular and attracted large audiences. The free Legal Assistance Clinic had a full schedule every week. The local attorney who volunteers his services counseled students on a variety of issues.

Student Government Association. Each student who enrolls at the College of Charleston automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation among students, faculty, and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate, an executive board composed of student body officers, and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

The Student Government Association continued its fall and spring book sale. Attention was put on increasing attendance at Senate meetings, as well as increasing voter turn-out for elections.

College Activities Board. The CAB students' mission was to present a wide array of quality programs for the campus community. Students chaired seven committees, gaining leadership responsibility and experience while programming in: Class Acts, Concerts, Potpourri, Promotions, Films & Lectures, Travel and Coffeehouse/Thursday specials. Ticket prices to all programs were kept to a minimum. More programs were aimed specifically at quality non-alcohol-related entertainment. Cross-campus efforts allowed CAB to co-sponsor many following events.

CAB's student leaders met for their summer retreat to initiate ideas for quality programs. Spring and summer recruitment has netted a strong group of students interested in participating on CAB committees. Programs emphasized reaching diverse student needs, as well as increasing involvement and ideas from faculty and staff. Two new committees were formed at the end of the year to address the need for separate films and lectures, and coffeehouse and thursday specials. Innovative techniques were used to promote events, along with the standard posters, Cougar Pause ads, Dial-a-Thrill, and electronic sign boards.



C.A.R.E. The Crisis Assistance Response and Education program was formalized in 1990-91 to provide assistance to any student victimized by a crime or charged with a felony; to heighten individual, campus and community safety consciousness and responsibility for crime prevention; and to promote sensitivity to victims of crime. The response component consists of a three-person team, representing critical areas of concern (Public Safety, Student Affairs, and Counseling), who serve as a sole-source information resource to the victim and campus. Access to the C.A.R.E. Team is available to any student from a touch-tone phone 24 hours a day.

The educational component includes such topics as understanding the C.A.R.E. program, risk reduction, victims' rights and responsibilities, self-defense demonstrations, assertiveness training, communication skills in relationships, and sensitivity training. Information on these subjects are available for student groups, classroom presentations and residence hall programming.

### BUSINESS AFFAIRS

The Business Affairs Division oversees all financial and physical resources at the College of Charleston. All accounting, financial reports, financing, payroll, purchasing, inventories, and auxiliary services are supervised by the Senior Vice President for Business Affairs. This office is responsible for 100 employees and a total expenditure of approximately \$50,000,000.

Controller and Treasurer. Reporting to the Senior Vice President for Business Affairs, the Office of Controller and Treasurer is responsible for all financial processing and recordkeeping at the College. The Accounting division processes payments to vendors, student and employee payrolls, and expenditure report for externally funded programs. It is responsible for preparation of Institutional financial statements and budget reporting to departments and the executive management of the College.

The Treasurer's division is responsible for timely and accurate billing of students and the collection and proper deposit of all monies received at the College.

The Sponsored Program division of the Controller's Office assembles and processes grant and contract applications to external funding sources for educational service, research, and training programs at the College. It monitors pre and post awards of such programs ensuring compliance with the terms and conditions imposed by outside sponsors.

The financial records of the College are audited annually by independent auditors under the supervision of the State Auditors Office.

Auxiliary Enterprises. Auxiliary Enterprises encompasses the managerial and operational responsibility of the Bookstore, Campus Shop, Snack Bar, Cafeteria, Parking Lots, Vending Machines, and the business management functions for all residence halls and sorority, fraternity and faculty housing. These areas of operation are financially self-supporting.



College Bookstore and Campus Shop. During 1989-90, the Bookstore/Campus Shop operations realized sales revenues of \$2,242,181. The 1990-91 revenues increased to \$2,548,959. The increase is attributed to an increase in enrollment and publishers' increases in wholesale prices.

Food Service. Food service facilities at the College are the Cafeteria, the St. Philip Street Deli in the new dormitory and the Stern Student Center Snack Bar. These facilities are operated for the College by ARA Services. Revenue during 1989-90 was \$2,437,587 and \$2,729,206 in 1990-91. Meal plan participation increased from 2,465 to 2,700 students during the same period. An expansion of the Cafeteria dining area will be completed by August 1991.

Student and Faculty Housing. This past year the College of Charleston housed 1,970 students. A wide variety of living quarters ranging from conventional dormitories to residential houses are available. The construction of an additional dormitory is being considered.

Parking. Parking permits for approximately 1,107 surface and 625 garage spaces were available during 1990-91. Revenue collected was \$371,956. The College's student and employee head counts were 7,726 and 673 respectively last fall. Additional parking areas are required and are being considered.

Vending. The College's vending machine revenue was \$36,886 in 1990-91. Coin operated ice vending machines were installed in the College's larger dormitories during 1990-91. Five new coin-operated Xerox duplicating machines will be installed in the Library in Fall of 1991.

Public Safety. On February 13, 1985, the Medical University of South Carolina and the College of Charleston merged their Public Safety Departments. This action has resulted in accelerated training, closer supervision, increase in crime prevention programs, and increased visibility of the officers.

The College of Charleston and MUSC share one Chief, one Deputy Chief, one Training Officer, one Administrative Sergeant, one Crime Prevent Sergeant, and one Business Associate. In addition, the College has one Campus Commander (Captain), one Lieutenant, two Investigators, nineteen Public Safety Officers, twenty Security Officers, three Corporals, one C.A.R.E. Corporal, three Sergeants, and four Dispatcher, totalling fifty-seven.

The Public Safety Department is responsible for Campus and Dormitory Security, the issuance of identification cards for all students, faculty and staff. It also provided VIP security coverage, escort services, parking enforcement, crime prevention surveys, and security at athletics events. It provides an on-campus C.A.R.E. counselor. It maintains a current locator file on all students and employees for emergency purposes. Public Safety also maintains the College Lost and Found and handles the registration and sale of decals for bicycles.



Division of Fire and Life Safety. The Division of Fire and Life Safety continuously strives to maintain and improve the overall safety of the entire population of the College of Charleston through constant monitoring of all campus buildings (105 total) and environments (including the College's three satellite locations: the Grice Marine Biological Laboratory at Fort Johnson, the Sailing Team Complex at the City of Charleston Marina, and the Remley's Point Recreational Area). The Division has expanded its staff to three employees: a director and two full time inspectors.

The Division of Fire and Life Safety now conducts exhaustive monthly fire/safety inspections and reports all code violations and unsafe conditions detailed below. The Division is responsible for keeping the College in compliance with OSHA, EPA, DHEC, NFPA, and State Fire Marshall regulations. The Division maintains the entire Worker's Compensation Program; oversees contracts for maintenance of fire extinguishers, fire alarm systems, emergency generators and sprinklers/standpipe systems; monitors x-ray equipment and hazardous chemical storage; and directs hazardous chemical waste disposal. The Division is responsible for disaster preparedness and planning. The Division reviews plans for all new construction and renovation on the campus to ensure code compliance. The Division responds to all fire alarms, medical emergencies, and hazardous chemical incidents.

The College of Charleston achieved an unusually high rating from the State Fire Marshal's Office for its considerable reduction in the number of fire and life safety code violations in 1991.

Procurement and Supply Services. Centralized Procurement and Supply Services are conducted in three divisions (Purchasing, Supply, and Administrative) under the Director of Procurement.

Purchasing has recently completed a very thorough training and testing program on the purchasing module of the Financial Records System software and is awaiting the new fiscal year for implementation. User departments of the College will be trained for direct input of requisitions as they become connected to the FRS system. Efficient purchasing services were maintained while conducting training and testing with approximately 5,000 purchase orders being issued during the year. This total includes small purchases, contracts resulting from IFB's and RFP's, Blanket Purchase Agreements and Blanket Purchase Orders. Personnel changes further challenged everyone in this division. The Petty Cash Fund (for \$50 and under purchases) was moved to the Treasurer's Office which is more centrally located to campus and equipped to handle the volume of cash efficiently. Direct procurement certification remains at \$50,000 for Goods and Services, Information Technology, and Consultants.

Supply, through the Central Stores function, provides immediate availability and consolidated buying advantage for 1,100 high use, general purpose items. The addition of items unique to the Physical Plant and increased use of annual contracts assists in containing costs by reducing the number of small and local pick-up purchases made. Central Stores issues were \$503,804 representing a stock turn of 1.91 on an inventory of \$263,994. Transferring stores inventory management responsibility to the Supply Manager has increased inventory accuracy, reduced not-in-stock items and improved customer service. With the implementation of the FRS, all purchase orders are now processed on-line by the



supply branch. This has reduced paperwork and the time required to process receipt documentation.

Under the Supply division the acquisition, redistribution, and inventory of 4,267 items of portable Plant Property valued at \$10,129,198 is facilitated by use of a computerized Plant Property Inventory System. Semi-annual inventories are now being conducted. Tailored inventory reports, with specific data, have helped College departments maintain more accurate inventory control of the plant property in their custody. Capitalization criteria remains at \$500.

Monitored by the Administrative division, the Minority Business Enterprise (MBE) Utilization Plan for 1990-91 had as a goal to award 10.5% of all controllable purchases to MBE's. Of the 629 MBE's solicited, 500 (79%) responded and 293 (58%) awards were made to Minority Business Enterprises. This represented \$328,254 of the \$372,910 goal. As an additional goal for the coming fiscal year, this division will be actively planning to join with several other area state agencies to recruit minority vendors and promote the College's utilization plan. The Governor's Office of Small and Minority Business Assistance will be requested to assist us in the Minority Certification education process.

It is a goal for 1991-92 to issue clear, concise, up-to-date reference manuals and user's guides (incorporating all the changes resulting from automation) to assist services offered by the Procurement and Supply Services Department.

Expenditures	
Education and General	\$17,701,436
Instruction	642,630
Research	4,847,773
Academic Support	2,277,230
Student Services	5,828,671
Instructional Support	6,014,046
Operation & Maintenance	317,312
Student Scholarship	10,682
Public Service	
Total Education & General	\$37,469,782
Auxiliary Enterprises	\$1,600,671
Student Aid	1,828,976
Sponsored Instruction & Research	486,726
Total Operating Expenditures	\$41,386,155



# FINANCIAL REPORT

Fiscal Year Ending June 30, 1991

## Operating Funds

Education and General Revenue		
State Appropriation	\$ 20,757,147	
Student Fees	14,399,693	
Summer/Maymester/Governor's School	2,025,107	
Other Revenue	<u>287,846</u>	
Total Educational & General Revenue		\$37,469,793
Auxiliary Enterprises		9,800,811
Student Aid		1,828,976
Sponsored Instruction & Research		<u>686,296</u>
Total Operating Revenue		<u>\$ 49,785,876</u>

## Expenditures

Education and General		
Instruction	\$17,701,426	
Research	442,650	
Academic Support	4,847,775	
Student Services	2,277,230	
Institutional Support	5,858,671	
Operation & Maintenance	6,014,046	
Student Scholarship	317,312	
Public Service	<u>10,683</u>	
Total Education & General		\$37,469,793
Auxiliary Enterprises		9,800,811
Student Aid		1,828,976
Sponsored Instruction & Research		<u>686,296</u>
Total Operating Expenditures		<u>\$49,785,876</u>



# STATISTICS

	<u>FALL</u> <u>1990</u>	<u>FALL</u> <u>1989</u>	<u>FALL</u> <u>1988</u>	<u>FALL</u> <u>1987</u>
<u>Total Enrollment</u>				
Head Count	7,726	6,778	6,205	5,767
Full-time Equivalent (Based on 15 Credit hours for under- graduate and 12 credit hours for graduate students)	6,361	5,738	5,032	4,671
Percent Increase/ (Decrease) in Head Count	+14.0%	+9.2%	+7.6%	+4.3%
Percent Increase/ (Decrease) in FTE	+10.9%	+14.0%	+7.7%	+6.7%
<u>Enrollment by Type of Student</u>				
Undergraduate Degree				
Candidates	*6132	5,408	4,778	4,402
Nursing	45	51	30	47
Allied Health	51	4	10	8
Graduate	1,063	511	438	380
Other	531	804	949	930
<u>Enrollment by Class</u>				
Freshman	**2,909	1,960	1,767	1,666
Sophomores	1,389	1,786	1,498	1,324
Juniors	1,011	848	790	742
Seniors	823	814	723	670
Graduate	1,063	511	438	380
Other	531	859	989	985
<u>Enrollment by Sex</u>				
Male: Full-Time	2,058	1,915	1,623	1,541
Part-Time	<u>601</u>	<u>469</u>	<u>508</u>	<u>511</u>
TOTAL	2,659	2,384	2,131	2,052
Female: Full-Time	3,673	3,332	2,931	2,664
Part-Time	<u>1,394</u>	<u>1,062</u>	<u>1,143</u>	<u>1,051</u>
TOTAL	5,067	4,394	4,074	3,715
Female as a Percent of Total Head Count	65.6%	64.8%	65.7%	64.4%
Male as a Percent of Total Head Count	34.4%	35.2%	34.3%	35.6%

\*Includes students in nursing and allied health.

\*\*Freshman status changed to 0-29 hours in Fall 1990.



	FALL 1990	FALL 1989	FALL 1988	FALL 1987
<u>Student Characteristics</u>				
Full-Time: White	5,211	4,756	4,124	3,810
Non-White	520	491	430	395
Part-Time: White	1,728	1,343	1,444	1,351
Non-White	267	188	207	211
State Residents	6,270	5,615	5,291	5,057
Out-of-State or Nonresidents	1,456	1,163	914	710
State Residents as a Percent of Head Count	81.2%	82.8%	85.3%	87.7%

Faculty Characteristics

Professors	59	56	52	44
Associate Professors	103	96	92	96
Assistant Professors	89	89	95	102
Other	25	19	9	6
% with Terminal Degrees	84%	85%	88%	88%
% with Tenure	79%	79%	73%	67%
Course Offerings	1,489	1,371	1,123	1,010
Credit Hours Generated	94,351	85,397	74,943	69,630
Average Class Size	26.4	27.9	27.1	25.7

FTE Students to FTE Faculty Ratio

FTE Students	6,361	5,738	5,032	4,671
FTE Faculty	324.93	281.90	253.83	243.85
Ratio	19.58:1	20.35:1	19.82:1	19.15:1

Average Salaries by Rank\*\*\*

Professor	\$ 46,353	\$ 44,077	\$ 41,467	\$ 39,703
Associate Professor	40,351	38,233	36,504	34,548
Assistant Professor	30,736	28,924	28,168	26,786
Instructor	22,952	22,390	23,140	22,497

\*\*\* 9-month salaries.



Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.74</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>442.76</u>
Printing Cost - Individual Agency (requesting over 255 copies)	\$ <u>          </u>
Total Printing Cost	\$ <u>442.76</u>